

2008 ADE/CEF Promising Practices Awards

Part I: Cover Sheet

Practice Name Super Fun Friday

Name of Principal Freddie Villalon

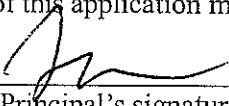
Official School Name Imagine Schools at Cortez Park

School Mailing Address 3535 W. Dunlap Ave. Tel. (602) 589-9840 ext. 5842

School Website http://cpes.learningstation.com/school

Phoenix, AZ 85051 Email address: Freddie.villalon@imagineschools.com
City, Zip

I have reviewed the information in this package, including the eligibility requirements, and certify that to the best of my knowledge it is accurate. If my program is recognized as a Promising Practice the contents of this application may be made available to the public.

 Date 11/29/17
(Principal's signature)*

Name of Superintendent Freddie Villalon

District Name PathFinder Charter Foundation Tel. (602) 589-9840

District Mailing 3535 W. Dunlap Ave.

Phoenix, AZ 85051 Email Address freddie.villalon@imagineschools.com
City Zip

I have reviewed the information in this package, including the eligibility requirements, and certify that to the best of my knowledge it is accurate.

 Date 11/29/17
(Superintendent's signature)*

A hard copy has been mailed containing the required signatures.

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Part II: Background Information

1. Category that best describes the area where the school is located:

- ☒ Urban or large central city ☐ Suburban
☐ Suburban school with characteristics typical of an urban area
☐ Small city or town in a rural area ☐ Rural

2. 6 Number of years the principal has been in her/his position at this school.

 If less than three years, how long was the previous principal at this school?

3. Number of students enrolled at each grade level or its equivalent in applying school building:

Pre-K <u>100</u>	5th <u>79</u>	10th <u> </u>
1st <u>93</u>	6th <u>63</u>	11th <u> </u>
2nd <u>84</u>	7th <u>45</u>	12th <u> </u>
3rd <u>92</u>	8th <u>60</u>	
4th <u>86</u>	9th <u> </u>	TOTAL: <u>702</u>

4. Limited English proficient students in the school: 26 % 185 Total Number

Number of languages represented: 6 Specify languages: Spanish, Thai, Russian, Vietnamese, Albanian, Chinese

5. Students who participate in free/reduced-priced meals: 80 % 564 Total Number

If this method is not a reasonably accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

Super Fun Friday

The faculty of Imagine Schools at Cortez Park believes that character education should be embedded into the fabric of the school. It should be something that may not noticeably stand alone, but is obviously present. As a result of this belief, our school has developed a unique system of ensuring character education is as much a part of Cortez Park as the academic subjects. Through our character education initiative we hope to continue to develop our character education program and have it be something for which our school stands apart from other schools in our area.

Prior to the beginning of the school year, we conduct a preliminary survey of the faculty to identify perceptions regarding character-related problems and character-related strengths in our school. It has been recognized that there is a correlation between student behaviors and character development. This helped us to clarify how character education and discipline are related and helps us maintain a positive discipline plan. Through the combined efforts of our Character Education and Behavior Management task forces we identified specific behavioral expectations for both classrooms and common areas of the school, and clearly defined appropriate consequences for not only minor behavioral infractions but also those that were more significant, including "absolutes" (behaviors that will not be tolerated-ever). Teachers are required to maintain discipline files for each student in their classroom to monitor and document the number of "refocuses" for minor behavior infractions, other consequences for minor infractions (i.e. missing recess, writing assignments, etc.), detentions, and office referrals for repeated behaviors or the identified "absolutes."

As a faculty we feel that it is especially important to recognize positive student behaviors and demonstrations of good character in addition to addressing inappropriate conduct, thus we

implemented a monthly Super Fun Friday. On Super Fun Friday, all students attend our monthly Character Education assemblies, which often include guests who convey strong positive character messages to our students. We have been fortunate to have visitors such as City Conquest, The NED Show, and the Phoenix Suns Gorilla appear at our assemblies as well as our own student performances. Our families are encouraged to attend and participate in our celebrations of positive character. Grade level students of the month are recognized at the assemblies and their photos and bios are posted along the main hall in the "Hall of Fame" for the entire month. All students who demonstrate excellent character during the month and have minimal minor behavior infractions are recognized during the assemblies and qualify for a Super Fun Friday activity which is scheduled for the afternoon of our monthly Character Education assembly. Super Fun Friday activities are student choice activities and have included game rooms, where students can bring video games and game systems to share; movies and popcorn; dances; extra PE; art and crafts. Students who do not qualify in a particular month attend a study hall during Super Fun Friday afternoon and are encouraged to make better choices to qualify for the next character celebration. All students begin each month with a clean slate.

As evidenced by classroom behavior tracking, the number of students who earn Super Fun Friday has steadily increased each month and is reflected in the reduction of student detentions and office referrals, demonstrating the positive effect of these special days. For the 06 – 07 school year, we recognized a reduction of approximately 30% in behavior referrals over the school year. Another positive correlation we are experiencing is being able to spend more time on student learning and less time on redirecting behaviors that disrupt the learning environment, as a direct result students are experiencing gains in academic achievement.